**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: First Grade Lesson 15-3 Telling and Writing Time to the Half Hour** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1: This is the word “half hour.” Turn to your neighbor and tell them what you think this word means. Show a clock and discuss how many minutes are in an hour. What does half mean? How can we cut our clock in half? How many minutes would that be? Turn to your neighbor and tell them what half hour means. Share responses with class. Come up with a definition and write it on board with picture.  Day 2: Cover the definition and ask if anyone can tell you what a half hour is. Students can give oral or pictorial responses. Uncover definition and write it in math journal with a picture.  Day 3: Review the definition. Give each child a picture of a clock face that they can fold and cut in half. Glue it in journal next to the definition.  Day 4: Show a digital clock. What does it look like on the hour? What does it look like on the half hour? Draw a digital clock and an analog clock in your journal showing a half hour.  Day 5: Tell your neighbor what a half hour is. Add the word to the word wall.  Day 6: Place a matching game with clocks to half hour and digital times. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Pass out Judy clocks. Show them how to make a half hour. (Like 3:30) Why is the minute hand pointing at the 6? Where is the hour hand? Repeat 3-4 times with different times. Call out times and have the children show them on the clocks.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use the Envision teacher’s guide and guide the children through the workbook pages 461-463. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Draw a clock in journal, label the numbers, and draw the hands. Write a sentence about what time it is.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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